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GENERAL ANNOUNCEMENTS

At the annual meeting the Council authorized the Secretary to invite the cooperation of other members of the Association as an informal committee on the BULLETIN with the understanding that general editorial responsibility would still rest with the Secretary. He is glad to be able to announce the acceptance of the service in question by F. N. Scott of the University of Michigan, S. P. Sherman of the University of Illinois, and A. L. Wheeler of Bryn Mawr College.

The Association representatives for 1921 in the American University Union in Europe are E. C. Armstrong, Princeton, A. O. Lovejoy, Johns Hopkins, and H. W. Tyler, Massachusetts Institute of Technology.

The representatives in the American Council on Education are the President and Secretary of the Association, and Margaret Washburn, Vassar.

COMMITTEE T, PLACE OF FACULTIES IN UNIVERSITY ADMINISTRATION.—Members of the Association are urgently requested to report new steps, or progress, in the direction of Faculty Participation in University or College Government and Administration, in their respective institutions, to the Chairman of Committee T. Such information will be digested and published in the BULLETIN. Please address Professor J. A. Leighton, 55 Lexington Avenue, Columbus, Ohio.

ASSOCIATION OF AMERICAN COLLEGES.—The February and March BULLETINS of the Association contain the record of the Seventh Annual Meeting held at New York in January, and a preliminary report of the Committee on the Organization of the College Curriculum.

From the program of the meeting may be noted an address on The Present Status of Honorary Degrees by President Ferry of Hamilton College, and a report of the Commission of Church Boards of Education on Academic Freedom and Tenure of Office presented by Dean Flickinger, Northwestern University.

Dr. Samuel P. Capen reviewed the work and plans of the American Council on Education.

A Commission on Sabbatical Leave was appointed, including Messrs. Neilson (Smith), Scott (Northwestern), Richmond (Union), Randall (Brown) and Nollen (Grinnell).

The Commission on Academic Freedom includes Messrs. Cole (Oberlin), Thwing (Western Reserve), Rhees (Rochester), Gage (Coe), and Hutchins (Berea).

A Commission on Faculty and Student Scholarship consists of Messrs. Ferry (Hamilton), Brown (New York), Comfort (Haverford), Nicolson (Wesleyan), and Plantz (Lawrence).

The Association consists at present of 252 colleges and universities. The President for 1921 is Clark W. Chamberlain (Denison).

The preliminary report of the Commission on the Organization of the College Curriculum includes an introductory statement by President Lough (Baker) and extended statistical papers by Dr. Furst of the Carnegie Foundation, on College Entrance Requirements, and Dr. Kelly, Executive Secretary of the Association, on the College Curriculum.

Dr. Furst's paper compares admission requirements in 1912 with those of 1920 in considerable detail. In regard to the number of different methods of admission there were seven institutions that had three or four methods of admission in 1912, now there are eleven that have three, four, or five methods, but the general tendency of the 125 institutions considered is strongly toward a single method. Of the 189 methods of admission existing in 1912, 91 required 15 units for admission; in 1920, 145 (out of 189) required 15 units. In 1912 it was the general custom that about 11 units should be taken in specified subjects; in 1920 it was the practice to prescribe about $6\frac{1}{2}$ of the 15 units generally required for admission—a decrease of nearly 50 per cent. The smallest change in this respect has been in English; the largest, in the science group.

Besides the earlier grouping of entrance subjects as "prescribed," "elective," or "free," it seems now necessary to distinguish a new group called "alternate," as for example where either French or German is required. In 1912 the number of

methods of admission that allowed absolute freedom to some extent was exactly one-ninth, in 1920 it has increased to more than one-third. This increase has been largely in the group of requirements which allow from 5 to 15 units without restriction. Institutions that allow any "entire freedom" tend to allow a good deal. At each end of the requirement for admission, therefore, we have a tendency toward relaxation and flexibility. The number of units representing subjects actually prescribed has decreased; the number of units representing subjects that are absolutely free has increased.

"Comprehensive" examinations are given in ten of the institutions in question, three of them having each two kinds.

The paper on The College Curriculum devotes particular attention to a small number of selected colleges, the charts showing the distribution of work in a median Congregational college, a coeducational college of 700 students, a college of 1,000 or more students, two colleges of 400 students, one of 300, two of 100 or less. The writer notes a persistence of certain traditional subjects in the catalogue announcements. No longer do these colleges announce Mental or Moral or Natural Philosophy or Metaphysics, or even Logic as an unrelated subject. Philosophy, however, appears in every catalogue announcement covered by this study although rarely as a major department of itself. In most instances in which there is a major in Philosophy the department includes either Psychology or Education or both.

There is a marked tendency toward student registration in the modern subjects. Besides French and English the subjects which colleges offer freely and which students prefer are Chemistry, History, Political Science, Economics and Sociology, Philosophy and the Political Sciences. Mathematics is usually among the three or four preferred subjects,—the most striking instance of the persistence of a traditional subject.

There is a tendency toward horizontal spreading in curriculum building. The prevailing ideal is still "to teach," or at least to advertise in the catalogue, "everything useful in creation." The total number of departments of the median curriculum is 21; of the college with 1,000, 28, etc.

The tendency toward horizontal spreading is all the more striking when compared with the decisive tendency of student elec-

tions. In the college of 700 students, which advertises 24 departments, the great bulk of student registration is in 9 departments. In each case, from the quantitative standpoint alone several departments could be omitted without serious interference with the work of the college.

A more serious fact is that not much progress has been made, or effort expended, in adjusting the curriculum to the college resources. The weak and struggling college announces about as many departments as the strong and well-equipped college. Few colleges or even standardizing agencies have seriously faced this problem.

There is also an approximate balancing in the catalogue announcements of what Dr. Osler referred to as the "old humanities and the new science."

AMERICAN UNIVERSITY UNION IN EUROPE.—The following notes are taken from the Report of the Continental Division to member institutions:

"The organization is at present supported and controlled by about fifty of the leading universities and colleges. The number of American students registered at the Union has increased from 61 in November, 1918, to 380 in January, 1921, and the office has the names of 92 other American students in Paris at the latter date. These figures include those who are working either in Paris or in the provinces, and a small number of students in art and music. The latter are expected to show a considerable gain in the near future. The students represent 104 American institutions and come from 41 states.

"The Union aims to serve as a bureau of information for American professors and students in France, as a working center for American students, and as a cooperating agency, making educational adjustments between the two countries. It offers the student a list of hotels and boarding places; advises him in regard to the choice of institutions and the conditions of admission; assists him in improving his command of the language, and in case of need helps him to find employment.

"The Union also undertakes to furnish French inquirers with information in regard to American institutions and to obtain data about French scholars interested to take temporary service in American institutions.

"It is not a club but has a writing-room and library with American books and periodicals, typewriters and facilities for study. It aims to play its modest part in binding French and Americans together in a closer and more understanding friendship."

INSTITUTE OF INTERNATIONAL EDUCATION.—The second annual report of the Director, dated February 15, 1921, gives an interesting review of the varied and comprehensive work of the Institute during the past year. On account of the growth of more intimate educational relations between Italy and the United States and Spain and the United States, there have been established a Spanish bureau and an Italian bureau at the Institute. The Institute has also appointed representatives in South Africa, Norway, Australia, and Denmark. The report deals with grants to American professors on leave of absence, the conditions for such grants being stated in detail. A section on foreign professors lecturing in American universities gives a list of professors from Finland, Peru, Chile, France, Italy, Serbia, England, and India for whom exchange arrangements have been made during the current academic year. The Institute has assisted several foreign missions to study American education, these including the Educational Commission from China headed by the Vice-Minister of Education, the Japanese Commercial and Educational Mission, and the mission of distinguished French and English physicians who came to study our methods of education. An account is given of the work of International Relations Clubs which have been established at many colleges of the United States and furnished with material and data for their program. The previous publications of the Institute include:

Opportunities for Higher Education in France,
Opportunities for Graduate Study in the British Isles,
Bulletin for Administrative Authorities of Universities and Colleges,
Observations on Higher Education in Europe.

The Institute has now in press a booklet entitled "Opportunities for Higher Education in the United States," compiled to satisfy the increasing demand from abroad for information about facilities for study in American colleges and universities. The Institute will soon publish a "Bibliography on the United States for Foreigners" and a booklet on "Opportunities for Higher Edu-

cation in Italy." In cooperation with the American Library Association it is preparing a union list of foreign statistical annuals.

"The close of the second year of its existence finds the Institute firmly established as an almost indispensable agency for the development of international good-will. It has won the esteem of educational authorities both in the United States and in foreign countries, and its officers feel that it has so well served its purpose during the past year as to justify those who had faith in the wisdom of its establishment. New fields of service are constantly opening up and new activities necessarily undertaken. The Institute, already strong, will grow in strength with its increasing usefulness."

CONGRESS OF BRITISH UNIVERSITIES.—The *Times* Educational Supplement announces that a second Congress of the universities of the British Empire will be held at Oxford, July 5-8. The first Congress met in London in 1912 and was devoted mainly to problems of university administration. The coming conference will deal with such subjects as the universities and the balance of studies from the standpoint of the humanities in the education of men of science and men of affairs, the place of physics and natural science in general education and the questions of specialization in university curricula. There will be debates on the universities and the teaching of civics, politics, and social economics in university and secondary education, the university and adult education, the university and technological education, the university and research. Each of the fifty-eight universities is entitled to send four delegates and ten representatives.

NOTES FROM LOCAL BRANCHES

OFFICERS ELECTED.—Officers elected since the compilation of the list published in the March BULLETIN (p. 33) are as follows:

Ohio State University, Secretary, H. C. Hockett.

University of Oklahoma (new organization), Chairman, S. W. Reaves, Secretary, H. H. Herbert.

University of North Dakota, Chairman, A. J. Ladd.

George Washington University (new organization), Chairman, D. C. Croissant, Secretary, H. G. Doyle.

Yale University, Chairman, L. L. Woodruff, Secretary, Leigh Page.

Wilbur C. Abbott who was listed in the January-February BULLETIN as "Not in university connection" should have been listed at Harvard.

EXTRACTS FROM RECENT LETTERS FROM LOCAL BRANCHES.—

"... the meeting held by the local branch last Tuesday evening to discuss the Present Obligations of the College with reference to the Intellectual Interests of the Undergraduates. It was a dinner meeting with about seventy present ... most of the discussion was concerned with methods of stimulating interest on the part of students, which meant mostly enthusiastic and scholarly teaching. . . .

"It was the first time for many years that the faculty had met for the discussion of a purely educational problem. I was encouraged by the success of the meeting to think that we might have several of them during the year with a generous response from the membership.

"We are to have a meeting in January at which we are to be addressed by some insurance man on the subject of Group Insurance which we are considering as a substitute for the Carnegie plan."

"Enclosed find the following nominations for membership in the A. A. U. P.

"These, with myself, make up the entire number of eligible members of this faculty. President — expressed in faculty

meeting his desire that those who were eligible would join the A. A. U. P., and added that all such contacts were valuable.

"It may interest you to know that when the college was reorganized four or five years ago the President had put into the constitution a section which permits members of the faculty to attend meetings of the Board of Trustees, except when the Board is in executive session, which has happened only twice since then, that is twice out of about twelve meetings."

"... some members have heretofore felt that attention to regular work and the departmental organizations and learned societies proved more profitable to them than the Association proved to be. Now that local branches propose to meet for consideration of topics of interest to all members of the profession I hope that more interest in the work of the Association may be developed."

CONSTITUTION OF THE GEORGE WASHINGTON UNIVERSITY BRANCH OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS.—*Article 1.* The George Washington University Branch of the American Association of University Professors, which shall be composed of all members in good standing in the Association who may be teaching in this university, shall have as its objects: cooperation with the Association, the advancement of standards and ideals of teaching in this university, and in general the welfare of the institution as a whole.

Article 2. The officers shall be a president and a secretary-treasurer, who shall serve for one year or until their successors shall be elected.

Article 3. The President shall call an annual meeting during the month of November of each year, at which time the officers shall be elected for the ensuing year. He shall call meetings at other times whenever two members of the branch request him to do so.

RECENT EDUCATIONAL DISCUSSION

INTELLECT AND THE UNDERGRADUATE, *Extracts from article in "School and Society" by Grant Showerman.*—" . . . The special something wrong has been contemporaneous with the growth and prosperity of education by the state. Its causes are to be seen, first, in the multiplication of numbers, and, second, in a change in student character; the second being more or less dependent on the first.

"Great numbers have laid education under necessity. They have compelled close organization, and organization means mechanics, and mechanics means artificiality. The student is admitted by thousands, registered by a vast clerical machine, assigned to courses, divided into sections, lectured to, quizzed, tested, examined; he is warned by his instructor, warned by his adviser, warned by the dean, warned through his parents, warned directly and indirectly, warned orally and by letter; he is re-tested, re-examined, penalized, conditioned, failed, advised to withdraw, suspended, expelled, readmitted, placed on probation; he is limited in the number of his semester hours, limited in the number of his major hours, limited in his elections, limited in his 'student activities,' limited in his social life; he is recorded, card-indexed, filed, questionnaired, statisticized, and his documentation is kept in a safe.

"But this is all negative. The machine tries also to be positive. The student is interviewed, conferenced, studied, praised, encouraged, exhorted; he is given sophomore honors, senior honors, thesis honors, grade points, special honors, special privileges, scholarships, loans, fellowships; his honors are published; and, to make sure that he misses none of his privileges, there is on every college faculty some more or less automatic 'student's friend.'

"Of the like elaborate systematization of the high-school course leading to the university, much might be said; and of the graduate school leading from it; and of the faculty organization which heads it, with its hierarchy of president, vice-president, deans, junior deans, assistant deans, men and women deans, directors, assistant directors, department heads, professors, associate professors, assistant professors, instructors, assistants, fellows, scholars, clerks, assistant clerks, stenographers, assistant stenographers, etc.; with

its committees and subcommittees; with its faculty meetings, general and special, its departmental meetings, general and special, its committee meetings, usual and special; with its automatic promotions and its systematic budgets.

"To stand at exhibition distance and view the operation of the great machine of education is imposing in the extreme. From kindergarten to Ph.D., every detail in order: everything in due time, place, shape, and quantity; all the parts numbered, all the articulations perfect, all the assembling prescribed, all the operations recorded, all the product uniform and finished. Commencement, itself of vaudevillian precision, with its suggestion of perfect process, is the great visible proof that the cogs are in motion and all's right with the educational world. In all history, there has never been a time when or a place where education on a large scale has been so perfectly organized as in the state educational systems of the United States to-day. . . .

"... experience compels me to say that at no time during the past two or three decades has the mechanism of education been more perfect or its execution more futile, or the character of education been more unintellectual, than to-day. . . .

"In the first place, the figure of the machine has captured our imagination. The oft-repeated words, 'efficiency,' 'methods,' 'systems,' 'organization,' have had an effect no less pronounced. All of these terms, together with the figure, suggest order, process, completeness, finality, success, satisfaction. We have been blinded and deafened by faith in the educational machine.

"In the second place, we have become incorrigibly accustomed to think of education in terms of numbers. Our measurement is quantitative. . . .

"And what are the questions asked about the professor? Why, these: 'Are his courses well filled? Is he popular? How many hours does he teach? How many unit-hours to his credit this semester? How much does each unit-hour* cost the state? How does this compare with last semester? How does it compare with the unit-hours of other professors?' . . .

"When the professor himself begins to act in this spirit, he will not stop with toy membership in the Federation of Labor but will cut down his nooning and hurry through his day and drop his

*A unit-hour is one hour of instruction for one semester to one student; a sort of academic foot-pound.

tools at half-past four to take to his car with the rest of the industrial world and enjoy the 'leisure that every man ought to have for the cultivation of his higher nature.' . . .

"Every institution of numbers (numbers again) thinks of itself frankly and audibly as the greatest university in the world, and every smaller one probably entertains in secrecy similar thoughts. Not one but is an institution 'of international reputation'; not one but 'attracts students from all over the world'; not one but has 'the biggest or the best or the first this or that or the other in the world.' Every campus echoes with self-praise, every campus audience patronizingly applauds the visitor from Europe as he politely confirms it in its self-esteem—and lapses into indifference if by chance he speaks of his own country's virtues. . . .

"And the university itself? The university, during the first two years, is a giant high school, but with even less than the high-school discipline it does not assume that its students are men and women, because it continues the high-school ways of minute assignment, regular recitation, frequent quizzing and testing, detailed recording of class work, examination and crediting, and in general does not trust them to work in the spirit of men and women with a purpose. On the other hand, neither does it assume that they are boys and girls, because, in everything but language and mathematics, it employs the lecture-and-quiz method, and leaves them scattered about the town, their own masters as to how and when and where they apply themselves to work or to play. On the whole it treats them as boys and girls without being able to control them in the manner of using their time, and it treats them as men and women without disciplining them in the manner or the spirit of intellectual effort. . . .

"The machine of the graduate school will soon be as 'perfect' as that of the college, and we shall have a Committee on Means of increasing Interest among Graduates. . . .

"The desire to perfect a mechanism is natural and commendable. The desire for an educational machine also is natural and, to a certain extent, commendable. The defect is in the very perfection of the machine. In actual mechanics, the more perfect the machine, the more perfect the product. But education is not mechanics in that way. Education is essentially an individual process. Its raw material is not metal or goods, but intellectual and moral character. The real machine saves man-power where substitution of ma-

chine for man is not only economical but not harmful. The machine of education, in so far as the actual work of instruction is concerned, and in so far as discipline in the broadest sense is concerned, saves man-power where substitution is not possible without damage to the product. . . .

"It is no wonder that the undergraduate has come to look upon his course as a program of formal duties, the price of four years' pleasant residence and an entrée to 'society' if he is of the worse kind, the price of a diploma and the avenue to fortune or fame if he is of the better. . . .

"We have always had with us the frivolous student, light of intellect and light in character. He belongs to the ages; though *she* does not. Saint Augustine the student in the lecture rooms of Carthage knew him, Paris knew him in the Middle Ages, and the Pope disciplined him. And we have had always with us the commercially minded student whose conception of education never rises above the money value of knowledge, and whose attitude is that of the feeder at the public trough.

"The difference is, that we have never had these students in such numbers and in such proportion. Let us omit the latter, who, at any rate, has a serious purpose. The number and the proportion of the careless and the idle and the stupid and the unfit—of those who are passively floating in the educational current, and come to college because just now there is really nothing else to do; of those whose fathers send them because of a faith in education but who themselves do not set particular value upon it or upon anything else whose acquisition involves labor or character; of those who are attracted by the promise of good times in fraternity or sorority; of those who want the imagined social prestige conferred by the diploma; of those who are not entirely sure that a *Saturday-Evening-Post*-short-story husband or a wife with a fortune may not be the outcome—the number and proportion of these have increased until they threaten the peace and safety of liberal education, and are disturbing the technical schools as well. . . .

"Ever since we abandoned a very good scheme of courses and degrees and gave over to boys and girls the single degree with the power to make its content practically what they chose, or what their social affinities choose for them, every change has been little else than a restless shifting of dissatisfaction.

"Not necessarily more professors. And surely, just now, not more students.

"Above all, not more machinery. We have deans enough, and committees enough, and rules enough, and devices enough, and artifices enough. The remedy, if there is a remedy at all, lies in a higher type of discipline; a discipline that will energize the resources and the machinery already at hand; a discipline with character as well as cogs; a discipline possible only through increased effort on the part of men and women of character in the academic chair.

"Nobody will imagine that I am lecturing my colleagues in American universities on morals. By discipline I mean, again, not the operation of a machine, but the *personal* administration of existing rules, and the *personal* creation of other rules when existing rules do not cover the case. This may sound arbitrary; but if the president or the dean or the department head is on occasion allowed the part of benevolent despot, why should a professor not be king of his class room? To be specific, by discipline I mean the setting of a just and practicable requirement such as the upper majority of a class or course are capable of satisfying if they use their time as they are intended to use it, and the exaction promptly and to the last detail of every item prescribed. I mean the setting of tests and examinations which call for full and accurate knowledge and can not be evaded by the verbose and the generally informed. I mean crediting the answers with zero unless they contain the appropriate knowledge, and not allowing partial credit because in a full page of irrelevant and immaterial wordiness there happens to be some detail of truth. I mean unrelaxing insistence on spelling and handwriting and the common decencies of literary form; we shall get these things when we want them badly enough. I mean the assignment of work to students as men and women, with consequences to be suffered as men and women if they prove unfaithful or dilatory. Not least of all, I mean the merciless suppression of the student who is dishonest, unalert, tardy, and thinks the missing of a lecture or recitation does not matter. I mean the forceful setting forth of the ideals of intellectual and moral integrity, and the forceful exemplification of the scholar's life. And, lastly, I mean the unification of instruction by the professor's ceasing to hand over to assistants and fellows whose mental habits and backgrounds are at best those of another person the hundreds

who have heard him lecture, and by his taking under his own charge only such part of the students as he can personally see through every stage of his method; and by the use of younger men, not to piece out by quizzing and by pigeon-holing papers and themes, but to assume total responsibility for students all their own. The lecture-quiz and lecture-laboratory method as now employed is not a unity; it means, for the student, not one course, but two; or, rather, one mutilated course. The result is dehumanization, depersonalization, artificiality. Such courses may be organized, but they are not organic.

"This does not mean more men, and may not mean as many; there is more than one way of arriving at the results aimed at (and missed) by the quizmaster method. It means, not more men, but more men who have proved themselves. It may mean more expense. If it does, very well; it is high time the state either provided more men of the first class for its universities or by selection limited the number of students to the capacity of its faculties.

"We are suffering from numbers in general, and in particular from a disproportionate increase of the non-intellectual element. We need a more rigorous discipline to rid our institutions of the incompetent and wrongly disposed, and to restore the atmosphere of deeper intellectual earnestness which characterized university life a generation ago.

"Selection is of two kinds: one refusing entrance to the unfit, one refusing to continue him on the rolls after he has proved himself unworthy. The first is already practised by some institutions that believe in discipline and are so circumstanced that they can afford to be courageous. The second, which has always been in operation, is a much longer process, much more expensive, much more wasteful, much more painful. It is perhaps a trifle surer: the adhesiveness of the student who really wants to remain in college, and the gentleness of the separating process, are such that a case of injustice—to the student—would be something to marvel at. The abuses are all on the other side. . . .

"I think, myself, that we are doing fairly well—and not a bit better than fairly well; but I am one of a considerable company who think also that doing fairly well is of all things most damnable, and that the more acutely the American undergraduate and the American professor become dissatisfied with doing fairly well, the sooner we shall really be in the perfect state we already pretend, and all be made into honest men and women. . . .

"When the makers of the college curriculum arrive at the point of being interested in education rather than in departments, and acquire the courage to act for the good of education rather than in the fear of the crowd, and want a weapon quick and powerful and sharper than any two-edged sword, they may find it in the great language which is to-day the solidest and most scientific study in secondary education, and almost the most popular, and whose decline in the university has been contemporaneous and commensurate with the decline of discipline. If they wish to know what young people are possessed of intelligence enough to warrant the expenditure upon them of state money, they may with most certainty and least trouble find out by making Latin, either for entrance or continuation, a universal requirement. . . ."

TEACHING COLLEGE PROFESSORS TO TEACH.—". . . This problem presented itself to the faculty of the School of Agriculture of the Pennsylvania State College and by the unanimous vote of its members an experiment in teacher-training was decided upon.

"In the first place it should be made clear that this was a project of the faculty, the members of which were anxious to improve the quality of their work. Their favorable attitude was shown not only by the unanimous vote to undertake the work, but more positively by the enrollment in the class of 95 per cent. of the teaching staff, in addition to a number of specialists who were engaged wholly in research.

"Accordingly, Dr. William H. Kilpatrick of Teachers College, Columbia University, was invited to come to State College to teach the teachers of the School of Agriculture. Hours were selected when all could attend. The work continued one week. Ten lessons were given during this time.

"This was a real class in every sense of the word. Its members were present on time, showed intense interest, took notes, endured the embarrassment of some questions from the teacher which they could not answer, quizzed their instructor, remained to ask questions after class, and read assigned readings. This in itself was of inestimable value to men who are eager to do the very best work in the class-room. Interest grew from day to day and when the course closed every member of the class considered the venture a signal success. . . ."—*R. L. Watts, "School Life," March 1.*

MAKING LIBERAL MEN AND WOMEN.—“The truly liberal man or woman will be self-disciplined and will aim to make knowledge the foundation of wisdom, to base conduct upon fixed character, and to maintain an even temper at difficult times. Considering the conditions of the time in which they lived, the ancient Stoics give us some admirable examples of what is truly meant by a liberal. We cannot afford to let this word be lost or to have it stolen before our eyes. Its application should be denied to those individuals and those traits for which it is wrongly claimed, and its true definition and use should be insisted upon everywhere and at all times. Otherwise, we shall have to find some other definition of the aim of education than that of making liberal men and women. . . .

“We are doubtless passing through a period of reaction in education which will spend itself as periods of reaction have so often spent themselves before. The sure mark of a real reactionary is his contempt for all that man has learned and done, and his demand that the history of human achievement be thrown away and the task begun all over again on the basis of present-day dissatisfaction and distress. The sure mark of the true progressive is his acceptance of human experience, his desire to understand and to interpret it, and his determination that it shall be made the foundation for something better, something happier and something more just than anything which has gone before. . . .

“This decline in educational power is primarily the result of a widely influential and wholly false philosophy of education which has operated to destroy the excellence of the American school and college, as these existed a generation ago, without putting anything in its place. It has been dinned into our ears that all subjects are of equal educational value, and that it matters not what one studies, but only how he studies it. This doctrine has destroyed the standard of value in education, and in practical application is making us a widely instructed but an uncultivated and undisciplined people. We are now solemnly adjured that children, however young, must not be guided or disciplined by their elders, but that they must be permitted to give full and free expression to their own individuality, which can of course only mean their own utter emptiness. In education as in physics, nature abhors a vacuum. Were such a theory as that to become dominant for any length of time, the whole world would thereby be sentenced to remain forever in the incompetence and immaturity of child-

hood. No generation would be helped or permitted to stand on the shoulders of its predecessors, or to add something to what they had already gained. Life would then be merely an everlasting beginning, devoid of accomplishment and without other aim than the multiplication of nervous reactions to a variety of accidental and rapidly succeeding stimuli. The much despised τὸ τέλος is essential to any movement that is progress; anything else is mere intellectual, social and political wriggling. . . .

"In Columbia College a definite and well-considered attempt is making to overcome these unfortunate conditions of modern education, and to build a wise, judicious and truly educational program of study upon a sound foundation. This foundation is provided by the course entitled Introduction to Contemporary Civilization, prescribed for all members of the Freshman Class, and given five times weekly throughout Freshman Year. The purpose of this course is to give the student early in his college residence a body of objective material upon which to base his own later and more advanced studies and his own judgments concerning the world in which he lives. A result of prescribing this course for all Freshmen is to make sure that every student in Columbia College has a common starting point and a single point of vantage from which to study, to understand and to appreciate the world of nature and of man. It is significant, too, that in this course the student is brought at once face to face with real interests and with genuine problems as they exist to-day. These interests and these problems are then placed in their historic setting, the story of their development is traced, and they are analyzed into their simplest parts. The large measure of success that has attended the introduction of this course, and the great interest taken in it by the undergraduates themselves, indicate that the Faculty of Columbia College is on the right track, and that it seems likely to do its full part in rescuing American college education from the reproach that is so often heaped upon it, sometimes perhaps unjustly, but too frequently with a measure of justice that we cannot refuse to recognize.

"The College Faculty has gone farther and in establishing a special course of reading, to be followed through two years by candidates for general honors, has recorded its conviction that the college graduate may properly be held to some knowledge of the masterpieces in literature, in poetry, in history, in philosophy and in science. . . .

"It must be borne in mind, then, that any member of a university who does his duty as he sees it in citizenship and in the religious life is doing it solely as an individual, and that his university relationship or activity is in no wise affected thereby. This is a hard lesson for some observers of contemporary life to learn. They do not seem able to understand how it is that one individual may have a variety of human associations and yet not commit them all to his own course in relation to any one of them. Clear thinking will distinguish between men's different associations, and it will be able to render unto Cæsar the things which are Cæsar's, and to render unto God the things which are God's."—*Extracts from Annual Report of the President of Columbia University, 1920.*

FINANCIAL POLICY OF THE UNIVERSITY OF CHICAGO.—"It has long been the policy of the Board of Trustees to administer the finances of the University on the same general principles as would characterize any large business. Of course the University is a corporation under the laws of the State of Illinois not for pecuniary profit, but although in that sense perhaps an eleemosynary institution, nevertheless it is believed that our finances should be handled prudently that no deficit shall be incurred. The University year of which we have now completed six months makes it plain that unless unforeseen conditions should arise we shall again come through the year on the right side of the ledger.

"Of course I am aware that there are institutions which maintain a different policy and expect to expend annually more than their normal income. Such institutions make up the deficit by appeals to alumni and friends. We believe, however, that it is wiser not to call on alumni and friends of the University for aid at all, unless for the development of some new and important advance. This we did in 1916-17 for the Medical Schools. This has been done from time to time for the erection of new buildings. It is our belief that benefactors of education on the whole would rather make their gifts to an institution which handles funds with prudence, and which is intending to develop its resources along specific lines, than to give toward merely making up deficits which have been incurred. At all events this is the settled policy of the finance administration of the University."—*President's Convocation Statement.*

LIBERTY OF TEACHING IN SOCIAL SCIENCES.—An address on this subject was delivered by David Snedden, of Teachers College, Columbia University, before the New York Academy of Public Education, January 25, 1921, and is reported in *School and Society* for February 12. The problems involved are discussed with considerable concrete illustration. Much of the discussion would be applicable to college conditions.

The article is also discussed in the issue of March 12th, by Percy E. Davidson of Stanford.

ANTIOCH COLLEGE.—*The World's Work* for February, 1921, contains an interesting account of the reorganization of Antioch College on a new and progressive basis.

MEMBERSHIP

MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and thirty-nine members, as follows:

Beloit College, Louis Levine; Butler College, M. D. Baumgartner, J. S. Harrison, G. A. Ratti; University of California, R. T. Birge, J. S. Burd, E. E. Hall, D. B. Hoagland, P. B. Kennedy, A. T. Wright; Carnegie Institute of Technology, H. R. Thayer; University of Chattanooga, D. W. Cornelius, W. R. Green, E. K. Kline; University of Chicago, T. P. Cross; Colgate University, H. T. R. Aude, R. W. Foley, W. H. Hoerrner, R. B. Smith, J. F. Vickert; University of Colorado, W. O. Birk, I. C. Crawford; Connecticut College, Mary C. McKee; University of Denver, Ida K. McFarlane, D. E. Phillips, O. B. Trout; Dickinson College, Hazel J. Bullock; Hamline University, Esther M. Dixon, G. W. Muhleman; Harvard University, M. L. Fernald; University of Idaho, H. C. Dale; University of Iowa, J. N. Pearce; University of Kentucky, Florence M. Barrett, Margaret I. King, Mabel A. Pollitt, McHenry Rhoads, W. L. Roberts, Edward Wiest; University of Maine, J. M. Bartlett, W. J. Morse; University of Michigan, R. W. Aigler, E. L. Adams, H. H. Bartlett, A. E. R. Boak, J. W. Bradshaw, J. L. Brumm, P. E. Bursley, R. T. Crane, E. D. Dickinson, J. H. Drake, Sr., E. N. Durfee, J. H. Ehlers, W. A. Frayer, E. C. Goddard, J. R. Hayden, Evans Holbrook, W. R. Humphreys, W. F. Hunt, G. L. Jackson, L. C. Karpinski, H. A. Kenyon, V. H. Lane, G. R. La Rue, A. C. Lee, Peter Okkelberg, W. O. Raymond, F. E. Robbins, I. D. Scott, I. L. Sharfman, A. F. Shull, E. R. Sunderland, J. B. Waite, Leroy Waterman, P. S. Welch, L. J. Young; University of Missouri, R. M. Dewey, C. R. Moulton, M. W. Watkins; Morningside College, H. G. Campbell, H. F. Kanthlener; Mount Holyoke College, Viola F. Barnes, Charlotte D. Evelyn, Mary M. Galt; University of Nevada, J. W. Hall; College of the City of New York, Arthur Bruckner; Northwestern University, C. M. Beecher, G. B. Denton, L. N. Dodge, W. V. Evans, W. K. Smart; Pennsylvania State College, D. A. Anderson, H. P.

Armsby, E. H. Dusham, F. D. Gardner, F. L. Pattee, H. B. Shattuck; University of Pittsburgh, Charles Arnold, A. P. James; Princeton University, B. F. Howell; Purdue University, H. L. Creek, C. C. Cunningham, Laurence Hadley, H. J. Kesner, G. C. King, C. H. Lawrance, W. E. Lommell, L. V. Ludy, Harry Rubenkoenig; Reed College, Clement Akerman, T. W. Baldwin, Emma Heilman, Jessie M. Short; The Rice Institute, Edgar Altenburg, R. G. Caldwell, G. C. Evans, A. L. Guérard, H. A. Wilson; University of South Dakota, Harry Kurz; University of Tennessee, S. H. Essary, W. W. Lewis; University of Texas, F. LeF. Reed; George Washington University, C. E. Hill, W. A. Wilbur; West Virginia University, E. L. Anthony, G. P. Boomsliter, A. C. Callen, H. L. Crane, A. L. Darby, Hubert Hill, C. A. Jacobson, J. L. Tilton; University of Wisconsin, E. H. Byrne, G. M. Hyde, W. H. Kiekhofer, W. H. Page; University of Wyoming, Greta Gray, C. E. Stromquist, Katharine A. Waller, Laura A. White.

NOMINATIONS FOR MEMBERSHIP

The following ninety-one nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass., or to the Chairman of the Committee on Admissions,* and will be considered by the Committee if received before May 20th, 1921.

The Committee on Admissions* consists of Florence Bascom (Bryn Mawr), Chairman, J. Q. Dealey (Brown), A. L. Keith (Carleton), G. H. Marx (Stanford), F. A. Saunders (Harvard), and F. C. Woodward (Chicago).

Eric W. Allen (Journalism), Oregon
Morse S. Allen (English), Trinity (Conn.)
Rollo Clyde Baker (Anatomy), Ohio
Samuel A. Baldwin (Music), City of New York
John R. Ball (Geology), Northwestern
Irving H. Blake (Biology), Maine
W. P. Boynton (Physics), Oregon
Robert Preston Brooks (Economics), Georgia
Walker Edward Bryan (Plant Breeding), Arizona
A. E. Caswell (Physics), Oregon
Herman A. Clark (Latin), Oregon
A. D. Cole (Physics), Ohio
Alzada Comstock (Economics and Sociology), Mount Holyoke
Jotilda Conklin (Romance Languages), Indiana
J. de Siqueira Coutinho (Rom. Lang.), George Washington
Harry W. Crane (Psychology), Ohio
Peter C. Crockett (Economics), Oregon
William Day Crockett (Classical Languages), Pennsylvania State
Parker H. Daggett (Engineering), North Carolina
W. C. Dalzell (Law), Oregon
John Frederick Dashiell (Psychology), North Carolina
Robert McNair Davis (Law), Arizona
Burchard W. De Busk (Education), Oregon
Edgar Ezekiel DeCou (Mathematics), Oregon

*Nominations should in all cases be presented through the Secretary, H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

Harry D. Drain (Dairy), Ohio
James E. Dunlap (Latin), Indiana
Colin V. Dymont (Journalism), Oregon
Mark Ehle (Mining Engineering), Arizona
John Asbury Elliott (Plant Pathology), Arkansas
H. E. Erdman (Rural Economics), Ohio
Oscar Erf (Dairy), Ohio
C. O. Esterly (Zoology), Occidental
Edgar G. Frazier (English), Indiana
Alfred N. Goldsmith (Engineering), City of New York
C. A. Gregory (Education), Oregon
George T. Hargitt (Zoology), Syracuse
Mabel M. Harlan (Romance Languages), Indiana
Paul M. Harmon (Physiology), Indiana
William L. Hayward (Physical Education), Oregon
John M. Hill (Romance Languages), Indiana
James S. Hine (Zoology), Ohio
Osman C. Hooper (Journalism), Ohio
Alfred C. Hottes (Horticulture), Ohio
D. T. Howard (Psychology), Northwestern
Edna Johnson (English), Indiana
Jacob Robert Kantor (Psychology), Indiana
Richard B. Ketchum (Engineering), Utah
Ralph A. Knouff (Anatomy), Ohio
Vernon K. Kriebel (Chemistry), Trinity (Conn.)
Harry Waldo Kuhn (Mathematics), Ohio
Edwin A. Lee (Vocational Education), Indiana
H. C. Lord (Astronomy), Ohio
Thomas S. Luck (Economics), Indiana
Raymond Mathews (Engineering), Union
E. V. McCollough (Economics and Sociology), Indiana
Barzille Winfred Merrill (Music), Indiana
W. E. Milne (Mathematics), Oregon
James E. Moffat (Economics and Sociology), Indiana
Lewis M. Montgomery (Horticulture), Ohio
Eugen Neuhaus (Graphic Art), California
Engelbert Neus (Art), City of New York
Howard Washington Odum (Sociology), North Carolina
Earl L. Packard (Geology), Oregon
F. Payne (Zoology), Indiana